



**Wandle Valley  
Academy**

## **Relationships and Sex Education Policy**

<b>LAST REVIEW DATE</b>	<b>April 2020</b>	<b>REVIEW PERIOD</b>	<b>3 Years</b>
<b>NEXT REVIEW DATE</b>	<b>February 2023</b>	<b>APPROVED BY</b>	<b>Head Teacher</b>

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory Requirements

As an academy we must provide relationships education to all Primary pupils and RSE to all Secondary pupils, as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Wandle Valley we teach RSE as set out in this policy.

Please refer to our funding agreement and articles of association for further information.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carers/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy and RSE provision

4. Pupil consultation – we investigated what exactly pupils want from their RSE via Pupil Voice and surveys
5. Ratification – once amendments were made, the policy was shared with our Academy Council and ratified

#### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. These topics are covered at different depths appropriate to the age and developmental maturity of the pupils.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education, delivered by the School Nurse where possible, will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

#### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Spiritual, Moral, Social and Cultural (SMSC) lessons.

Pupils can also receive stand-alone sex education sessions delivered by a trained health professional (School Nurse).

A pupil's chronological age will determine the curriculum legally available to them, but we will also carefully consider each pupil's developmental maturity, along with any special educational needs, when tailoring the curriculum to be delivered.

Relationships education in the Primary phase focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils in Years 5 and 6 are also offered lessons on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

RSE in the Secondary phase focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- > Families
- > Respectful relationships, including friendships
- > Online and media
- > Being safe
- > Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents/carers, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and Responsibilities

### 7.1 The Academy Council

The Academy Council has delegated the approval of this policy to Lynda Harris (Headteacher).

### 7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- > Delivering RSE in a sensitive way
- > Modelling positive attitudes to RSE
- > Monitoring progress
- > Responding to the needs of individual pupils
- > Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE Coordinator or Headteacher.

### 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Parents'/Carers' Right to Withdraw

Parents/carers of Primary pupils **do not** have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE.

Parents/carers of Secondary pupils **have** the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of Relationship Education as part of their induction and it is included in our continuing professional development calendar. The specific 'Sexual' elements of the RSE curriculum are delivered by specialist PSHE and Science teachers, who have received additional CPD training for the roles.

The PSHE Coordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by K. Peck (PSHE Coordinator) through:

- Work scrutinies
- Learning walks
- Curriculum Reviews
- Ongoing formative/summative assessment

Primary pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by K.Peck annually. At every review, the policy will be approved by the Headteacher.

Appendix 1a: RSE Primary Curriculum map 2019-2020

	Autumn	Spring	Summer
Year 3-4	<p><b><u>Learning Theme</u></b>  <b>TBC -</b>                      RSE Links:                      Importance of looking after our own and other's Mental Health. What Mental Illness looks like?                      Illness within the family. How Cancer has affected us/others.  <b><u>Workshops and speakers</u></b>  <b>NSPCC – Pants Rule (Personal safety and appropriate touching)</b>  <b><u>Celebration Days</u></b>                      World Heart Day                      World Mental Health Day                      Breast Cancer Awareness</p>	<p><b><u>Learning Theme</u></b>  <b>TBC -</b>                      RSE Links:                      What does Valentines Day represent? Is it important?                      Why do people celebrate it?                      Celebrating inspirational Women in our lives.  <b><u>Workshops and speakers</u></b>  <b>Growing Against Violence</b>                      – Anti-violence, knife-crime, personal safety, cyber-bullying.  <b><u>Celebration Days</u></b>                      Numbers Day (NSPCC)                      Valentines Day                      International Women's Day                      World Book Day                      National Careers Week</p>	<p><b><u>Learning Theme</u></b>  <b>TBC -</b>                      RSE Links:                      Diversity – What makes us different?                      What do we believe in? How does this affect who we are and how we behave to others?                      Masculinity and identity.                      Gender stereotypes in society.  <b><u>Workshops and speakers</u></b>  <b>School Play Therapist/ Safeguarding Lead -</b> to discuss benefits of talking through emotional issues/seeking counselling.  <b><u>Celebration Days</u></b>                      St Georges Day                      Diversity Day                      Belief Week                      Men's Health Week</p>
Year 5	<p><b><u>Learning Theme</u></b>  <b>Shadows and Stones - How it all began</b>                      RSE Links:                      Importance of family for safety/survival.                      Different family types and family roles.                      Importance of looking after our own and other's Mental Health. What Mental Illness looks like?                      Illness within the family. How Cancer has affected us/others.  <b><u>Visits</u></b>  <b>TFL and Sutton</b>  <b>Community Transport – independent travel, personal safety.</b>  <b><u>Workshops and speakers</u></b>  <b>NSPCC – Pants Rule (Personal safety and appropriate touching)</b>  <b><u>Celebration Days</u></b>                      As above</p>	<p><b><u>Learning Theme</u></b>  <b>Invent and Explore – Around the World</b>                      RSE Links:                      The invention of the internet and positives and negatives it has created.                      Online safety and cyberbullying.                      What does Valentine's Day represent? Is it important?                      Why do people celebrate it?                      Celebrating inspirational Women in our lives.  <b><u>Workshops and speakers</u></b>  <b>Growing Against Violence</b>                      – Anti-violence, knife-crime, personal safety, cyber-bullying.  <b><u>Celebration Days</u></b>                      As above</p>	<p><b><u>Learning Theme</u></b>  <b>TBC -</b>                      RSE Links:                      Being a good friend. Looking out for each other.                      Recognising impact of bullying.                      Diversity – What makes us different?                      What do we believe in? How does this affect who we are and how we behave to others?                      Masculinity and identity.                      Gender stereotypes in society.  <b><u>Workshops and speakers</u></b>  <b>School Play Therapist/ Safeguarding Lead -</b> to discuss benefits of talking through emotional issues/seeking counselling.  <b><u>Celebration Days</u></b>                      As above</p>

Year 6	<p><b><u>Learning Theme</u></b>  <b>Survival -</b>  RSE Links:  Why we need human interaction? How does loneliness affect people?  What support do we get from friends and family?  Importance of looking after our own and other's Mental Health. What Mental Illness looks like?  Illness within the family. How Cancer has affected us/others.</p> <p><b><u>Visits</u></b>  <b>TFL and Sutton</b>  <b>Community Transport –</b>  independent travel, personal safety.</p> <p><b><u>Workshops and speakers</u></b>  <b>NSPCC – Pants Rule (Personal safety and appropriate touching)</b></p> <p><b><u>Celebration Days</u></b>  As above</p>	<p><b><u>Learning Theme</u></b>  <b>Out of this World!</b>  RSE Links:  Trusting others with our safety.  Being close to others and appropriate touch.  What does Valentine's Day represent? Is it important?  Why do people celebrate it?  Celebrating inspirational Women in our lives.</p> <p><b><u>Workshops and speakers</u></b>  <b>Growing Against Violence</b>  – Anti-violence, knife-crime, personal safety, cyber-bullying.</p> <p><b><u>Celebration Days</u></b>  As above</p>	<p><b><u>Learning Theme</u></b>  <b>TBC –</b>  RSE Links:  Changing hormones and how puberty affects us.  Dealing with changing emotions.  Diversity – What makes us different?  What do we believe in? How does this affect who we are and how we behave to others?  Masculinity and identity.  Gender stereotypes in society.</p> <p><b><u>Workshops and speakers</u></b>  <b>School nurse – Puberty and our changing bodies</b>  <b>School Play Therapist/ Safeguarding Lead</b> - to discuss benefits of talking through emotional issues/seeking counselling.</p> <p><b><u>Celebration Days</u></b>  As above</p>
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Appendix 1b: Secondary RSE Curriculum map 2019-2020

	Autumn	Spring	Summer
Year 7	<p><b><u>Topic lessons</u></b>  <b>Who I am/Identity</b>                      Exploring identity, personal qualities, beliefs, aspirations and what makes us individual.</p> <p><b><u>Workshops and speakers</u></b>  <b>The Big Q</b> (Anti-Extremism)  <b>Feltham YOI</b> (Crime Diversion)  <b>Breaking the Cycle</b> (Anger Management)  <b>Speakers Trust</b> (Building Self-Confidence).</p> <p><b><u>Visits</u></b>  <b>TFL and Sutton</b>  <b>Community Transport</b> – independent travel, personal safety.</p> <p><b><u>SMSC Themes</u></b>                      Organ Donation, Equality, Nurture, Protection, Brood, Identity, Bullying, Contribute.</p> <p><b><u>Celebration Days</u></b>                      World Heart Day                      World Mental Health Day                      Breast Cancer Awareness</p>	<p><b><u>Topic lessons</u></b>  <b>Healthy Lifestyles</b>                      All aspects of Health including physical, mental and social.</p> <p><b><u>Workshops and speakers</u></b>  <b>SWITCH</b> Life Choices workshops (Including Substance misuse and risk-taking behaviour)  <b>Growing Against Violence</b> – Anti-violence, knife-crime, personal safety, cyber-bullying.</p> <p><b><u>SMSC Themes</u></b>                      Communication, Confidence, Reliability, Peer Pressure, Managing Feelings.</p> <p><b><u>Celebration Days</u></b>                      Numbers Day (NSPCC)                      Valentines Day                      International Women’s Day                      World Book Day                      National Careers Week</p>	<p><b><u>Topic lessons</u></b>  <b>Mental Health</b>                      Personal wellbeing, signs of mental illness, looking after others, professional help.</p> <p><b><u>Workshops and speakers</u></b>  <b>School Play Therapist/ Safeguarding Lead</b> - to discuss benefits of talking through emotional issues/seeking counselling.  <b>School nurse</b> - To discuss personal hygiene and puberty.</p> <p><b><u>SMSC Themes</u></b>                      Slavery, Exploitation, Fighting, Fairness, Frighten, Freedom.</p> <p><b><u>Celebration Days</u></b>                      St Georges Day                      Diversity Day                      Belief Week                      Men’s Health Week</p>
Year 8	<p><b><u>PSHE lessons</u></b>  <b>Crime and Law</b>                      Factors influencing criminal behaviour (Eg familial), Peer pressure, Mental Health, Victim Impact + types of ‘punishment’ inc. Restoration and Reform.</p> <p><b><u>Workshops and speakers</u></b>  <b>The Big Q</b> (Anti-Extremism)  <b>Feltham YOI</b> (Crime Diversion)  <b>Breaking the Cycle</b> (Anger Management)  <b>Speakers Trust</b> (Building Self-Confidence).  <b><u>SMSC Themes</u></b>                      As above</p>	<p><b><u>PSHE lessons</u></b>  <b>RSE Education</b>                      Hormones, Puberty, Reproductive System, Sexual Intercourse, UK Laws, Sexuality and Morals/Consent,</p> <p><b><u>Workshops and speakers</u></b>  <b>SWITCH</b> Life Choices workshops (Including Substance misuse and risk-taking behaviour)  <b>Canary and the Crow musicians</b> – Expressing feeling and emotions through music.  <b>Growing Against Violence</b> – Anti-violence, knife-crime, personal safety, cyber-bullying.  <b><u>SMSC Themes</u></b>                      As above</p>	<p><b><u>PSHE lessons</u></b>  <b>RSE Education</b>                      Contraception/Sexual Health, STI’s, Reproduction, Abortion and Child Development.</p> <p><b><u>Workshops and speakers</u></b>  <b>‘Check it out’</b> Sexual Health/Chlamydia testing  <b>School Play Therapist/ Safeguarding Lead</b> - to discuss benefits of talking through emotional issues/seeking counselling.  <b><u>Visits</u></b>  <b>Shotfield Clinic</b> – Wallington (Sexual Health Clinic) Discussion with Sexual Health Advisor.  <b><u>SMSC Themes</u></b>                      As above</p>



Year 9	<p><b><u>PSHE lessons</u></b>  <b>Managing Money -</b>  Effects of borrowing/Impact of Debt, Managing your finances, Poverty, Financial Independence.  <b><u>Workshops and speakers</u></b>  <b>The Big Q</b> (Anti-Extremism)  <b>Feltham YOI</b> (Crime Diversion)  <b>Breaking the Cycle</b> (Anger Management)  <b>Speakers Trust</b> (Building Self-Confidence)  <b>Dellaglio Rugby Works Programme</b> (Employability skills course delivered via Rugby, team-work)  <u>Visits</u>  <b>Volunteering Opportunities</b> via Volunteer Centre Sutton (Sutton Community Farm/Eco Local)</p> <p><u>SMSC Themes</u>  As above</p>	<p><b><u>Careers lessons</u></b>  <b>Employment skills -</b>  Personal qualities/strengths, team-work skills, accountability, volunteering, public speaking skills, interview skills.  <b><u>Workshops and speakers</u></b>  <b>Growing Against Violence</b> – Anti-violence, knife-crime, personal safety, cyber-bullying.  <b>SWITCH</b> Life Choices workshops (Including Substance misuse and risk-taking behaviour)  <b>Dellaglio Rugby Works Programme</b> (Employability course delivered via Rugby, team-work)  <u>Visits</u>  <b>Volunteering Opportunities</b> via Volunteer Centre Sutton (Sutton Community Farm/Eco Local)  <u>SMSC Themes</u>  As above</p>	<p><b><u>Careers lessons</u></b>  <b>Employment skills -</b>  Personal qualities/strengths, team-work skills, accountability, volunteering, public speaking skills, interview skills.  <b><u>Workshops and speakers</u></b>  <b>Dellaglio Rugby Works Programme</b> (Employability course delivered via Rugby, team-work)  ‘<b>Check it out</b>’ Sexual Health/Chlamydia testing  <u>Visits</u>  <b>Work Experience Placement</b> (5 days in May)  Post <b>Work Experience placement interviews</b> with Careers Advisor + outside professionals eg Jim Wilson, Mears, Sutton and District.  <b>Volunteering Opportunities</b> via Volunteer Centre Sutton (Sutton Community Farm/Eco Local)  <u>SMSC Themes</u>  As above</p>
Year 10-11	<p><b><u>Careers lessons</u></b>  <b>Employment skills -</b>  Personal qualities/strengths, team-work skills, accountability, volunteering, public speaking skills, interview skills.  <b><u>Workshops and speakers</u></b>  <b>The Big Q</b> (Anti-Extremism)  <b>Feltham YOI</b> (Crime Diversion)  <b>Breaking the Cycle</b> (Anger Management)  <b>Speakers Trust</b> (Building Self-Confidence)  <b>Dellaglio Rugby Works Programme</b> (Employability skills course delivered via Rugby, team-work)  <u>Visits</u>  <b>Taster Sessions</b> via Carshalton College/Way to Work, independence skills.  <b>College Tours</b> encouraging maturity/ independence/team building</p>	<p><b><u>Careers lessons</u></b>  <b>Employment skills -</b>  Personal qualities/strengths, team-work skills, accountability, volunteering, public speaking skills, interview skills.  <b><u>Workshops and speakers</u></b>  <b>Dellaglio Rugby Works Programme</b> (Employability course delivered via Rugby, team-work.)  <b>Growing Against Violence</b> – Anti-violence, knife-crime, personal safety, cyber-bullying.  <u>Visits</u>  <b>Post-16 interviews</b> and Learning Support interviews at colleges.  <u>SMSC Themes</u>  As above</p>	<p><b><u>Careers lessons</u></b>  <b>Employment skills -</b>  Personal qualities/strengths, team-work skills, accountability, volunteering, public speaking skills, interview skills.  <b><u>Workshops and speakers</u></b>  <b>Dellaglio Rugby Works Programme</b> (Employability course delivered via Rugby, team-work)  ‘<b>Check it out</b>’ Sexual Health/Chlamydia testing  <u>Visits</u>  <b>Work Experience Placement</b> (5 days in May)  Independence/team-work  Post <b>Work Experience placement interviews</b> with Careers Advisor + outside professionals eg Jim Wilson, Mears, Sutton and District.  <u>SMSC Themes</u>  As above</p>

	<b>Volunteering Opportunities</b> via Sutton Community Farm/Sainsburys/NHS <b><u>SMSC Themes</u></b> As above		
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## Appendix 2a: By the end of the Primary phase pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 2b: By the end of the Secondary phase pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>



### Appendix 3: Parent/Carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	
Head teacher signature	